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| Theorist | What Develops | Nature Nurture | Steps/Stages/  Or Phases | Key Tenets | Direction, uni, bi, or multi | If they don’t go as predicted, why | Tech Help | Tech Hinder |
| Lev Vygotsky | Social context determines  Language and development are hand in hand  Guided participation | Nature/nurture  Nurture—primary focus was role of the environment  Although he felt that children’s behavior was influenced in part by inherited traits | Focuses on processes children go through, not on ssp | ZPD  Authentic activity  Scaffolding  Guided participation from more experienced persons  Apprenticeship in thinking  Interaction with elders  Inner speech/self-talk  Internalization/  self-mediation  Use of physical tools  Dynamic assessment | Uni | Anything that prohibits language development or interaction with others  ZPD is not being met  Not enough scaffolding | More opportunities for practice and interaction  (hearing aids, computers, internet)  Can provide models and allow apprentices to develop models | No sub for good teachers and apprenticeships  Does not always offer authentic activities |
| Piaget | Where knowledge comes from | Both | Sensorimotor  Peroperational  Concrete Operational  Formal operations | Children are active and motivated learners  Children organize what they learn  Interaction with environment and others is key for learning and cog. development  Children think different at different age levels  Cycle of cognitive adaptation:  Equilibrium  to disequilibrium to  adaptation  to  assimilation  to  Accommodation  To  New equil. | uni | Limited by neurological maturations  If environment is too boring | At concrete and formal can help build more awareness of perspectives, social awareness |  |
| Kohlberg/  Gilligan | 3 levels of moral reasoning | Mostly nature for gillgian  Mostly nurture for kohlberg | Pre-conventional   1. might makes right 2. look out for number 1  * get rewards/avoid punishment   Conventional   1. Good girl/nice boy 2. Law and order  * Community –centered level   Level 3 Post-conventional   1. Social contract 2. Universal/ethical principles (few reach this stage)   Centered on ideals  Morality of care – female determine what is right or wrong after circumstances  Morality of justice – male right and wrong are black and white | Reasoning  Gender shapes a person’s moral priorities | Unidirectional but can appear to be bidirectional |  | Interactive means to see what other people think and how they reason |  |